

English Tenses

	Simple	Continuous *BE + gerund – ING*	Perfect *HAVE + Past participle*	Perfect continuous *HAVE + been + ING*
Present	Yo trabajo	Yo estoy trabajando	Yo he trabajado	Yo he estado trabajando
Past	Yo trabajé	Yo estaba trabajando	Yo había trabajado	Yo había estado trabajando
Future	Yo trabajaré	Yo estaré trabajando	Yo habré trabajado	Yo habré estado trabajando

SHOULD Debería trabajar Debería estar trabajando Debería haber trabajado Debería haber estado trabajando	MUST Debo irme Debe estar durmiendo Debe haber sido difícil Debe haber estado entrenando mucho	CAN / COULD / BE ABLE TO Puede ser divertido No he podido ir Podría ser Podría haberte ayudado *Sabía tocar el piano*
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WORD FORMATION

NOUNS	
-ess	Lonely (adj) > Loneliness(tristeza)
-ity / -ty	Responsible (adj) > Responsibility (responsabilidad) Cruel > Cruelty (crueldad)
-ment	Argue (v) > Argument (discusión) Develop (v) > Development (desarrollo)
-ist / -ism	Biology (n) > Biologist (biólogo/a) Feminine (adj) > Feminism (feminismo), Feminist (feminista)
-tion / -sion	Organise (v) > Organisation (organización) Decide (v) > Decision (decisión)
-hood	Child (n) > Childhood (niñez)
-er / -or	Act > Actor / Write (v) > Writer
-ance / -ence	Important (adj) > Importance (importancia) Patient (adj) > Patience (paciencia)
-ship	Champion (n) > Championship (campeonato)
-dom	Free (adj) > Freedom (reinado)
-ant / -ent	Study > Student Assist > Assistant
-er / ee	Interview (n,v) > Interviewer (entrevistador/a) Interviewee (entrevistado/a) Refuge (v) > Refugee (refugiado/a)
*-ing	Run (v) > Running (correr - verbo sustantivado)

*-ish (menos preciso) – tall > tallish / See you at five-ish (spoken English)

ADJECTIVES	
-less	home > Homeless (sin hogar) / worth > worthless (sin valor)
-able / -ible	Confort (comodidad) > Comfortable (cómodo/a) Posible, sensible
-ful	power (poder) > powerful (poderoso/a)
-ive	Pass (pasar) > Passive (pasivo/a) / Attract > attractive
-ous	Danger > Dangerous (peligroso/a) / Nerve > nervous
-cal	Alphabet > Alphabetical
-al	Nature (naturaleza) > Natural / Person > personal
-ing / -ed	Tired, tiring / bored, boring / surprised, surprising
-ese	China > Chinese
-ian	Canada > Canadian
-ly	Daily, monthly, yearly
-y	Cloudy, windy

VERBS		
Ise (Br) / Ise (Am)	Analysis	Analyse / Analyze
Ify	Intense (intenso)	Intensify (intensificar)
En	Short	Shorten (acortar)
Ate	Communication	Communicate

NEGATION / ANTONYMS		
Dis	Agree, appear	Disagree, disappear
Un	Tidy, Happy	Untidy, Unhappy
Mis	Understand	Misunderstand
Im	Possible	Impossible
In	Visible	Invisible
Il	Logical	Illogical

INFINITIVE / GERUND / BASE FORM

Present infinitive: *I don't want TO SEE you.*

Simple gerund: *I prefer STUDYING at night.*

Base: *Let me GO.*

Perfect infinitive: *I hope TO HAVE FINISHED by 6.*

Perfect gerund: *He denied HAVING STOLEN the money.*

Progressive infinitive: *It's nice TO BE TALKING to you.*

NEGATIVE: *Try NOT to be angry / Thanks for NOT saying anything.*

GERUND (ING)

1. After certain verbs: deny, quit, enjoy, look forward to, suggest, miss, go, finish, like, hate, enjoy, keep, mind, can't help, can't stand.

Do you mind opening the window?

I miss talking to you.

I can't stand waiting for the bus.

2. After a preposition: before, after, in, of, to, etc. → *I'm interested in travelling abroad.*

I'm looking forward to seeing you.

3. As a noun (mostly subject) → *Working out is good for you.*

4. After certain expressions (it's no good, it's worth, there's no point) → *It's worth visiting.*

The concert was worth paying 20 euros.

5. After BE USED TO / GET USED TO → *I'm (not) used to showering in the morning.*

I'm getting used to using my new computer.

INFINITIVE

1. After certain verbs: afford, offer, promise, decide, hope, want, seem, need, would like, hope, learn (how to), pretend, deserve. → *I want to go home.*

2. After an adjective: easy, difficult, hard, impossible. → *It's difficult to make a reservation at that restaurant. It's really fancy and popular.*

3. Similar to "in order to" (to express purpose) → *You need a password to check your email account.*

4. After certain nouns: duty, time, opportunity, permission, right → *It's time to go / You have no right to do that.*

5. After USED TO → *She used to be in my class. / She didn't use to be in my class.*

BASE FORM

1. Modal verbs: can, could, may, might, must, should, shall, would, dare. → *You should go to the doctor. You look awful.*

2. Other verbs: let, make, help, had better (será mejor que), would rather (preferir). →

Let me go.

My parents make me go on holidays with them.

You'd better take an umbrella.

I'd rather not go out.

COMPLETE CHANGE IN MEANING - GOING / TO GO (puedes usar los dos, pero el significado cambia por completo)

STOP	STOP + TO → I stopped to pick up the phone. (paré para coger el teléfono)
	STOP + ING → I stopped eating meat a year ago. (paré de comer carne hace un año)
REGRET	REGRET + ING → Algo que hemos hecho. <i>I regret fighting with him.</i> (Siento haberme peleado con él).
	REGRET TO → Algo que estamos a punto de hacer o decir. <i>I regret to tell you this, but you're fired.</i>
REMEMBER	REMEMBER/FORGET + ING → Haber hecho algo (pasado) I don't remember locking the car. (No sé si lo hice)
FORGET	REMEMBER/FORGET TO → Algo que hay que hacer. (futuro) Don't forget to take the keys (no te olvides)
GO ON	GO ON + ING → Continue (go on talking) - GO ON + INFINITIVE (next step) → (go on to be the best)
TRY	TRY + ING → Experiment (I tried calling her home) – TRY + INFINITIVE → Difficult (He tried to run away)

SMALL CHANGE IN MEANING (Puedes usar los dos, pero el significado cambia, aunque solo ligeramente)

I saw them play – Yo les vi tocar (todo el concierto). → INFINITIVO SIN TO

FEEL, HEAR, SEE, WATCH

I saw them playing – Les vi tocando (pero no me quedé todo el concierto). → GERUNDIO

LIKE, LOVE, HATE, PREFER

I like to go to the dentist once a year (hábito, lo suelo hacer, I think it's a good idea) → INFINITIVO CON TO

I like going to the dentist (I enjoy it) → GERUNDIO

Infinitivo con o sin TO (no importa): HELP and DARE (atreverse a hacer algo) → *Can you help me (to) do my homework?*

Gerundio o infinitivo con TO (no importa) → BEGIN and START. *It started to rain an hour ago = It started raining an hour ago*

Advise, allow, recommend are followed by a gerund UNLESS they have an indirect object → *I allowed **her** to smoke. / We don't allow smoking in this room.*

1. Fill in the blanks with a suitable gerund.

1. Delia doesn't feel like _____ the cinema tonight.
2. The film wasn't worth _____
3. If you keep _____, in the end you will succeed.
4. Would you mind _____ your hat?
5. His father stopped _____ six months ago.
6. They are all in favour of _____ an end-of-the-year party.
7. Many people enjoy _____ abroad.
8. Anna is not frightened of _____ to the dentist.
9. I am looking forward to _____ him tomorrow.
10. The judge found him guilty of _____ more than twenty cars.

2. Fill in the blanks with a suitable infinitive.

1. The child appeared _____ very happy.
2. I don't really want _____ that programme.
3. I'm surprised Betty decided _____ to New York.
4. Simon has finally managed _____ his driving test!
5. I promise _____ you everyday while I'm away.
6. Arthur never refuses _____ money to his friends.
7. I'm glad you have agreed _____ with us to the concert.
8. My brother can't afford _____ a new car just now.
9. I hope _____ home early tonight.

3. Write the suitable gerund, infinitive, or both where possible.

1. Mike isn't used to _____ in public. (speak)
2. I can't stand _____ on buses. (travel)
3. They have been talking about _____ a new house. (rent)
4. He's thinking of _____ his motorbike and _____ a car. (sell/buy)
5. I'm looking forward to _____ you tomorrow! (see)
6. Kevin didn't remember _____ the letter. (post)
7. His parents don't let him _____ late at weekends. (stay out)
8. You should stop _____ so hard. You are too stressed. (work)
9. I can't get used to _____ in my new house. (live)
10. Please, don't forget _____ Mary that I'll be late. (tell)
11. He promised _____ my birthday. (not forget)
12. We forgot _____ up our friend at the airport. He waited for an hour! (pick)

4. Complete the following sentences using a suitable verb phrase.

1. John is really interested in _____
2. Sometimes, I can't stand _____
3. My parents don't allow me _____
4. You should stop _____
5. I want _____
6. I am getting used _____
7. I am tired of _____
8. We were talking about _____
9. You promised _____
10. I don't remember _____

UNIT 1

When in Rome ..., page 58

1 Nouns

ancestor: ancestro, antepasado/a
 ban: prohibición
 belief: creencia
 freedom: libertad
 manners: modales, educación (*good* ~: de buena educación)
 misconception: idea equivocada
 owner: propietario/a, dueño/a
 path: camino, sendero
 request: petición (*make a* ~: pedir, hacer una petición)
 roots: raíces
 stereotype: estereotipo
 traditional costume: traje típico

Verbs

attempt: intentar
 come back: volver
 consider: considerar
 find out: averiguar, descubrir
 ignore: no hacer caso (de / a), ignorar
 miss: perder(se); echar de menos
 refuse: negarse a
 stay behind: quedarse
 surround: rodear

Adjectives

appropriate: adecuado/a
 customary: (la) costumbre
 disturbing: inquietante
 forbidden: prohibido/a
 gigantic: enorme, gigantesco/a
 narrow-minded: cerrado/a, de mentalidad cerrada
 open-minded: abierto/a, sin prejuicios
 proper: adecuado/a
 treacherous: peligroso/a
 typical: típico/a

Expressions

culture shock: choque cultural
 keep ... alive: mantener vivo/a

- 2
1. ancestor, owner
 2. ban, stereotype
 3. appropriate, disturbing, proper, typical
 4. narrow-minded, open-minded
 5. a. attempt
b. come back
c. find out
d. stay behind
e. consider

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- 1
1. worth: valorado/a en (*be* ~: valer)
 2. (be) worthwhile: merecer / valer la pena
 3. worthless: sin valor (*be* ~: no tener valor)
 4. for what it's worth: por si sirve de algo
 5. it's not worth it: no merece / vale la pena

- 2
1. costs
 2. good
 3. value
 4. opinion
 5. small

- 3
1. on time: a tiempo, puntualmente
 2. in no time: en un abrir y cerrar de ojos
 3. give someone a hard time: hacérselo pasar mal a alguien
 4. (there's) no time to lose: no hay tiempo que perder
 5. a matter of time: una cuestión de tiempo

- 4
1. give someone a hard time
 2. a matter of time
 3. on time
 4. in no time
 5. there's no time to lose

- 5
1. a. massive
b. crowded
 2. a. own
b. proper
 3. a. argument
b. discussion

6

Verb	Noun	Adjective
<i>believe</i>	<i>belief</i>	<i>believable</i>
<i>consider</i>	<i>consideration</i>	<i>considerate / considerable</i>
<i>disturb</i>	<i>disturbance</i>	<i>disturbing</i>
<i>ignore</i>	<i>ignorance</i>	<i>ignorant</i>
<i>impress</i>	<i>impression</i>	<i>impressive</i>
<i>decide</i>	<i>decision</i>	<i>decisive</i>

- 7
1. ignorance
 2. impression
 3. disturbance
 4. believable
 5. consider
 6. decisive

Vocabulary Unit 1

paths • owners • misconceptions • ancestors • roots • manners • beliefs

- harm • influence • offence • connect • national • improve*

1. If we **ignore** the problem
 - a. we'll know what to do
 - b. it will only get worse
2. I **stayed behind** because
 - a. everyone was walking quickly
 - b. I didn't want to go out
3. There's a **ban** on smoking
 - a. in public places
 - b. wherever you want
4. It's bad **manners** to
 - a. talk while you're eating
 - b. drive dangerously
5. Can you **find out** ?
 - a. my glasses
 - b. what happened

5 Match the sentences in A to a logical continuation in B. Three sentences have more than one correct option.

A B

- | | |
|---|--|
| 1. The journey was treacherous . | a. I'm so excited. |
| 2. I experienced culture shock when we moved to Japan. | b. I'm going to make sure my children know about theirs. |
| 3. I wouldn't miss your wedding for anything! | c. But I'm used to it now. |
| 4. The Meridian is a luxurious hotel. | d. I'm so relieved we arrived safely. |
| 5. We were asked to come in traditional costumes . | e. What are you going to wear? |
| 6. It's important to keep family traditions alive . | f. I'll make sure I'm there early. |
| | g. I would take another route next time. |
| | h. I can't afford to stay there. |

6 Complete the sentences with a logical ending. Pay attention to the words in bold.

1. My parents **refused** to
2. This year, I will **attempt** to
3. It was our parents' **request** that my siblings and I
4. In my opinion, it's not **appropriate** to
5. I think I'm **open-minded** because
6. In some cultures, it's **customary** to

7 Complete the sentences with the verbs in brackets. Use the gerund or infinitive form.

1. I remembered (discuss) this with you. You liked the idea very much.
2. Don't worry. I'll remember (call) you tonight.
3. I regret (shout) at him. He hasn't called me in days.
4. We regret (inform) you that you haven't been accepted into our programme.
5. You should stop (eat) so much junk food.
6. We stopped (buy) a pizza on the way home.

Grammar Unit 1

1 Choose the correct response. Pay attention to the verbs in bold.

1. I've **been reading** that book you lent me.
 - a. What did you think of it?
 - b. What do you think of it?
2. My cousin from Chicago **has been staying** with us this week.
 - a. How's it going?
 - b. When did he leave?
3. We **had been waiting** for five minutes when the shop opened.
 - a. At least you didn't wait too long.
 - b. Why are you still waiting?
4. I fell off my bike because I **hadn't been paying attention**.
 - a. Be more careful next time.
 - b. Look out! You're going to fall.

2 Complete the sentences with a suitable verb. Use the Present Perfect Continuous or Past Perfect Continuous.

1. Sue all day. She looks really tired.
2. Kate and Joe are getting married next week. They all year.
3. I wasn't surprised when my car broke down yesterday. It weird noises all week.
4. We for our dog for almost an hour when he finally returned home.
5. I'm pleased to see you. There's something to ask you all day.
6. Mark here for ten years when he suddenly decided to quit.

3 Complete the sentences with the correct form of the verbs in brackets. Use a Perfect Simple or Continuous tense.

1. Phil (play) guitar since he was 11 years old. He practises at least two hours a day.
2. I (speak) to Dana until she apologised. Now, we are in touch on a daily basis.
3. We (work) on the project for months when it was suddenly cancelled.
4. My parents (look for) a second-hand car for ages, but they can't seem to find one that suits them.
5. I (sleep) well in ages. It's so frustrating!
6. Thank you for this beautiful watch. I (want) one like this for a while.
7. I was so disappointed. By the time I got home, everyone (leave).

4 Complete the passage below with the correct form of the verbs in brackets. Use a Perfect Simple or Continuous tense.

Amit ¹ (live) in the United States for the last three years, but he will be moving to South America at the end of the school year. Amit's father works for an international company and for his entire life, his family ² (move) every 3-4 years. Amit is now 17 and ³ (live) in India, the USA, Venezuela, France, Bahrain and Portugal. Amit's family ⁴ (try) to return to their native India, but Amit struggled to adjust. "I'm Indian, but I felt like a foreigner there," says Amit. The family returned to the USA when they saw how unhappy Amit was. For all of his schooling, Amit ⁵ (study) in international schools where everyone is a foreigner, so he ⁶ (never / feel) out of place. The problems Amit experienced in adjusting to life back "home" are typical of third-culture kids. Like Amit, these children ⁷ (spend) most of their lives outside of their parent's culture. While there are many advantages, they often never adapt fully to life back in their home country.

5 Write a logical sentence to follow each sentence below. Use the words in brackets and a Perfect Simple or Continuous tense. Add any necessary words.

1. We would really like to go to London this summer. (look for a flight / all week)
2. I can't believe you're not ready yet. (what / do / all day)
3. I was so surprised to see Sophia at the party. (not expect / see her)
4. Sally's parents have agreed to let her have a dog. (want one / years)
5. What's it like in Australia? (never / be there)
6. She finally found a job yesterday. (go to interviews / last year)

6 Complete the sentences with a logical ending. Use a Perfect Simple or Continuous tense.

1. Emily stopped calling me after I
2. By the time I heard about his accident, he
3. I'm sure I'll do well in my exam because I
4. Ever since I read about Australia, I
5. It was a good thing you told me about their break-up because I

2º BACH - UNIT 1 Listening Scripts

Unit 1 page 13, Exercise 2

- Speaker 1:** I'm a Brit living in southern Italy and I love it here. All the sunshine, and the people are so relaxed – but sometimes it gets TOO relaxed. People here are late, and I mean extremely late. It can be so frustrating for Brits, who really value being on time! But obviously I can't change things, so I've become more patient and I pay less attention to my watch. Let's say I waited for an hour and a half to get my hair cut. Never mind! I'll be late for coffee with my friend afterwards, but it won't matter, because he'll probably be late too!
- Speaker 2:** When I moved to the United States from the UK, I expected that the move would be easy, except for the part about learning to drive on the right. After all, we speak English in both countries. And I was right for the most part – I fit in very well here, and the Americans are open and friendly, which makes it pleasant. But a common language? People often have trouble with my accent, and I find myself repeating things three times before I'm understood. And so many words are different – I've had to learn an entirely new vocabulary!
- Speaker 3:** I'm an Australian and I'm married to an Indian. I live in Mumbai with my in-laws, that is, my husband's parents. My Australian friends all ask me how I can give up my privacy like that, but it's the custom in India. I didn't know how it would work out, but it turns out we all get along really well. My mother-in-law is like a good friend, and she's teaching me Indian cooking – although she usually does the cooking herself, which is an added benefit. I actually think I'm quite lucky.
- Speaker 4:** I'm a British immigrant to Australia. Last week, a friend invited me to a wedding on the beach, and I was really looking forward to it – in the UK it's much too cold and rainy for that! At the ceremony, I suddenly realised that I was the only woman wearing a hat and a jacket. And then I looked around and noticed that no one else was wearing high heels either! I must say that I was quite uncomfortable walking around in the sand, and I felt that I'd never really be a part of things here.
- Speaker 5:** As a Canadian living in Germany, I found that in the street and in shops, people are polite but quite cold, which is hard to get used to. That's not to say that Germans aren't very warm and open with their friends – because they are ... Oh, and speaking of friends, I went out to a restaurant with my German friend Hans on his birthday. We were a group of about 15 people. At the end I got a shock, because Hans paid for everyone! In Canada, when friends take you out for your birthday, THEY pay for YOUR meal! After all, it's YOUR birthday, isn't it?

2º BACH - UNIT 1 Listening Scripts

Unit 1 page 16, Exercises 5, 6 and 8

Part 1

Hi everyone, and welcome to our exhibit. Everyone knows that a smile is universal. No matter where you go, people will understand how you feel from your facial expressions. But some researchers wanted to know – is this really true, or is it a misconception?

To find out, they took students from two different cultures – an American university and a Japanese university. They showed them pictures similar to the ones over here on this wall. As you see, both pictures show five people. But in picture A, the boy in the middle looks the same as the other kids, while in Picture B, they're different – the boy in the middle looks happy while the other kids look sad.

Part 2

In the experiment, they asked the students how the boy in the middle was feeling. For picture A, all the students said the same thing – he looks very happy. But for picture B, the American students still said he was very happy – but the Japanese students said he was not very happy.

Why is this? It's because of an important difference between East Asian and Western culture. In Western culture, the individual is important. Each person is supposed to have the freedom to do whatever is good for them. But in East Asian countries, people see themselves as part of a group. According to their beliefs, personal needs aren't as important as the needs of the family, village and country. That's why the Japanese students couldn't ignore the other people in the picture. If the group is sad, it must affect the feelings of the boy in front.

Part 3

Now let's go over to this wall and have a look at some emoticons. Emoticons in both cultures are alike because they use symbols to show emotions. However, they focus on different parts of the face. Look at the symbols for happy and sad. In the Western emoticons, the mouth goes up or down, while in the Eastern emoticons, the mouth stays exactly the same – a straight line. Moreover, the eyes are happy in one, while they are crying in the other. Look at the symbols for surprise – you'll see the same thing. In the Western surprise emoticon, the mouth is wide open, while in the Eastern one, the eyes are wide open.

What does this show us? In the West, people feel that it's healthy to express their emotions and not hold them inside, so they open their mouths wide when they laugh or smile. In the East, people are taught to control their feelings and impulses. Expressing emotions, especially in public, is considered inappropriate and even unhealthy. Now, if someone is trying to hide the way he or she feels, it's harder to control the eyes than the mouth. So looking at a person's eyes will give you more clues about the way he or she feels than looking at his or her mouth.